



BSAS SPAN 2211 Spanish 1

CAPA BUENOS AIRES PROGRAM

Spring 2017

Faculty name	:	TBD
E-mail	:	TBD
Class times	:	TBD
Classroom location	:	TBD
Office Hours	:	TBD

Course Description

¡Bienvenidos to Spanish 1! This is the first course of the Spanish Language Program and it has been designed for students of Spanish as a Second Language. This course is intended for students who have not taken Spanish before, or might have studied it a long time ago. This course is not intended for students who grew up speaking Spanish at home. This course is taught entirely in Spanish.

Requirements and Prerequisites

Much of the responsibility for learning a language falls on you, the student. To derive the utmost benefit from this class, daily attendance is essential. We invite you to take advantage of the possibility of practicing the language in class. Attendance to each session is required. You are expected to come to class well prepared and ready to participate. This means to study the “temario del día” before each class and to hand in on time what is indicated in the section “para entregar” (third column of the calendar), in addition to any assignment that your instructor might require you to complete.

Learning Outcomes

1. Students who will enter Spanish 1 have no real functional ability in the target language. During the course of the semester, they will practice the ability to exchange greetings, provide information about themselves, and name familiar objects from their immediate environment. They will also learn to elaborate and answer basic questions through the use of essential vocabulary.

2. By the end of the semester, students will develop competence in the four skills (reading, writing, speaking, and listening) to handle a successful number of uncomplicated communicative tasks in social situations. They will develop the ability to have a conversation about personal information or everyday topics that affects them directly. They will be able to respond to simple direct questions and request information. In addition, they will be introduced to the cultures of the Spanish-speaking world and its people.

Developmental Outcomes

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

Class methodology

Participation and classwork (10%):

This course requires active classroom participation as well as out-of-class preparation. Participation takes into account your willingness to participate in class, your cooperation and positive impact in your group and pair work, your respect and attitude toward your peers and instructor, your use of Spanish, and your ability to complete activities and tasks in class. To be successful, your instructor expects that you come to class prepared in order to be able to complete different types of learning activities. Note that your instructor may assign extra homework or give you unannounced short quizzes on the assigned material for the day to assess your preparation for class.

In order to reflect on your own participation in class, you will be asked to complete a Self-Evaluation Form for Class Participation (included in this syllabus). At the same time, your instructor will assign you a participation grade based on the criteria on the Self-Evaluation Form. He/she might add comments and suggestions on how to improve your participation in class. Remember that your active involvement is essential to your success this class. **Simply coming to class is not enough.**

Online Homework (10%):

Throughout the course, there will be on-line daily homework assigned by your instructor. Homework is a great opportunity to prepare for class and to reinforce the learning of the content studied in class. It also helps you to monitor your own progress in learning Spanish. There will be several homework grades, one for each chapter. The final due date for all the activities assigned in a chapter is in the calendar. Your instructor might ask you to do the activities before class as class preparation.

Please note that the instructor may or may not accept late assignments. Your instructor will explain his/her specific expectations regarding homework. Doing the homework in the correct manner and on time does make a big difference in your grade.

Speaking Tests (10%):

There will be two speaking tests: an interview/role-play and an oral presentation.

1. Speaking Test 1: Interview/role-play. (5%):

You will take the oral exam together with a partner and it will last around 5 minutes. The exams will be administered during regular class time on the dates noted in the calendar. Your instructor will assign a slot for you and your partner. Please be there at least ten minutes before your assigned time.

During the exam, your instructor will first ask each of you a number of individual questions, and then he or she will ask you to complete a role-play situation with your partner. Each student will be graded individually according to the Grading Criteria to Evaluate Speaking Tests (included in this syllabus).

You will not be allowed to use any books or notes during the exam. Please speak with your instructor before the day of the exam for further clarification, if needed. To prepare for the speaking test, you will be given in advance a list of possible interview questions and role-play situations.

2. Speaking Test 2: Oral presentation (5%):

In groups of three or four students, you will give an oral presentation in Spanish in class. The presentation will have an emphasis on a cultural topic. Your instructor will provide you with specific instructions regarding topics and possible formats for the presentation. The presentation must be given on the assigned day on the calendar and you will not be permitted to read. Each student will be graded individually according to the Grading Criteria to Evaluate Speaking Tests (included in this syllabus).

Compositions (20%):

You will write four (4) compositions of 80-100 words each. The topic of each composition will reflect the topics, the vocabulary and the grammar covered in this class. Your instructor will provide you with topics and specific requirements for each composition.

The first composition will be done in class. The other three will be home assignments. For each of those compositions you will write two drafts. In the first draft, your instructor will give comments and suggestion on how to improve the content and organization of your first draft. Your instructor will also point out grammar and vocabulary errors using ***Symbols to correct the first draft of the composition*** (included at the end of this syllabus). The second draft focuses on the process of rewriting and correcting the previous draft by following the feedback provided by your instructor in the first draft. If you don't know how to proceed about a specific portion of the rewriting, instead of eliminating it, you should ask your instructor.

Refer to the section of Academic Integrity Policy on Cheating and Plagiarism when writing your compositions. Also note that students must not receive help from native or advanced Spanish speakers to edit your work, use online translators, download texts from Internet, or get assistance from tutors except from your instructor or instructors from the Writing Center. If you don't comply with these rules, you will receive an F for the writing assignment in question.

The compositions must be typed in Times New Roman, double spaced, 12 pt. font; in addition, they must have typed accents (á, é, í, ó, ú, ü, ñ), and symbols (¡, ¿?). As reference on how to type Spanish accents and symbols, you can use the document ***How to Type Spanish Accents and Symbols on your Keyboard*** (included at the end of this syllabus). All compositions must be submitted through **turnitin.com**, an anti-plagiarism website. The Class ID as well as the enrollment password to log into this website will be given to you in class. Your instructor may decide to grade your composition online or he/she may request that, in addition to submitting the composition to the website, you turn in a hard copy as well.

The first draft will be worth 70% of the grade assigned for the composition; revisions/improvements shown in the second draft are worth 30%. Compositions will be evaluated following the ***Grading Criteria to Evaluate Compositions*** (included at the end of this syllabus). No late compositions will be accepted without appropriate written documentation.

Chapter Exams (20%):

There will be four chapter tests during the course of this semester. Each exam will cover material from the textbook, the homework, class activities and discussions. Each exam will also include a reading portion, a listening portion, and a written composition of 80-100 words.

Midterm (10%):

The midterm exam is cumulative and it will evaluate the knowledge of the vocabulary and grammar covered during the first half of the semester. This exam will cover material from the textbook, the homework, class activities and discussions. It will also include a reading portion, a listening portion, and a written composition of 80-100 words.

Final exam (20%):

The final exam is cumulative and it will evaluate the knowledge of the vocabulary and grammar covered during the entire semester. This exam will cover material from the textbook, the homework, class activities and discussions. It will also include a reading portion, a listening portion, and a written composition of 80-100 words.

Make-ups will only be granted to students who have a direct conflict or who have more than two exams in a day (so Spanish is their third exam of the day). If you belong to one of these two categories and you wish to request a make-up, you must present to your instructor a copy of your final exam schedule as proof of conflict. No make-ups will be granted without proof of conflict. Early departures or previous travel arrangements will not be accepted as valid cause to grant a make-up.

Assessment/Grading Policy

Testing procedures will be representative of the type of instruction, content and practice offered in this course. The assessment components for this course are:

Participation and classwork	10%
Online Homework	10%
Speaking Tests (2)	10%
Compositions (4)	20%
Chapter Exams (4)	20%
Midterm Exam	10%
Final Exam	20%

Overall grade **100%**

DESCRIPTOR	ALPHA	NUMERIC	GPA	REQUIREMENT/EXPECTATION
Outstanding (High Distinction)	A	93+	4.0	Maximum grade: In addition to description for grade "A-", the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.
Excellent (Distinction)	A-	90 - 92	3.7	Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.
Very good (High Credit)	B+	87 - 89	3.3	Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.
Good (Credit)	B	83 - 86	3.0	The work is well organised and contains coherent or logical argumentation and presentation.
Good (Credit)	B-	80 - 82	2.7	Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.
Average (Good Pass)	C+	77-79	2.3	The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional

				reading.
Adequate (Pass)	C	73 - 76	2.0	Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.
Below Average (Borderline Pass)	C-	70-72	1.7	Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.
Inadequate (Borderline Fail)	D+	67 - 69	1.3	Fails to show a clear understanding or much insight into the material in the textbook and notes
Poor (Fail)	D	60 - 66	0.7 - 1.0	Besides the above for D+, student has not shown interest or engagement in the class work or study.
Poor (Fail)	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in the Faculty Handbook.

Dress Code

No requirements.

Course Materials

Required Readings:

Olivella de Castells, M., Guzmán, E., P. Lapuerta and J. Liskin-Gasparro (2015). *Mosaicos: Spanish as a World Language*. New Jersey: Prentice Hall, Sixth Edition.

Students can decide whether to buy the package in a bookstore, which comes with a physical copy of the textbook and the code with the access to "MySpanishLab" or to buy the book online using this link <http://www.pearsonstore.com/bookstore/mosaicos-spanish-as-a-world-language-plus-myspanishlab-9780133817829>

You have three options regarding the format of your textbook:

1. Book in hardcopy version with MySpanishLab with Pearson eText – Access Card – for *Mosaicos: Spanish as a World Language* (multi semester access) (ISBN 0133817822).
2. Book in loose-leaf edition version with MySpanishLab with Pearson eText – Access Card – for *Mosaicos: Spanish as a World Language* (multi semester access). (ISBN 0133906760)
3. MySpanishLab with Pearson eText – Access Card – for *Mosaicos: Spanish as a World Language* (multi semester access). (ISBN: 0205997244)

The text covers 15 chapters that will be used during the course of two semesters of Spanish. The online access lasts 24 months. Your instructor is available to answer questions or doubts that may arise from the online exercises. However, it is your responsibility to set up the online companion portion of the textbook. Remember that your instructor does not have control, administrative access, or ability to set up the website for you. If you have questions or doubts about the technology, the fastest and more efficient way to receive help is to contact tech support.

Recommended Reading(s):

Mosaicos Website: http://wps.prenhall.com/ml_castells_mosaicosCW_6/

Weekly Course Schedule

This schedule is written for daily (Monday – Friday) meetings

FECHA	TEMARIO DEL DÍA (REVISAR EN CASA ANTES DE CLASE)	PARA ENTREGAR
Semana 1		
	Introducción al curso. <i>Diagnostic Questionnaire</i> . Capítulo preliminar: Bienvenidos.	

	Las presentaciones, pág. 5 Los saludos y las despedidas, págs. 7-9	
	¿Qué hay en el salón de clase? págs. 10-11 Los meses del año y los días de la semana, págs. 12-13	
	El tiempo, pág. 14 Expresiones útiles en la clase, págs. 15-17 El alfabeto, pág. 18	
	Identifying and describing people <i>ser</i> , p. 19 Cognates p. 20 Locating people and things <i>estar</i> , págs. 21-22	
	Los números 0-99, págs. 23-25 La hora, págs. 26-27 Vocabulario, págs. 28-29	
Semana 2		
	NO HAY CLASES. Holiday	
	Capítulo 1: ¿Qué estudias? Los estudiantes y los cursos, pág. 33-34 La universidad, pág. 35-37	<i>Tarea Capítulo Preliminar.</i>
	Las actividades de los estudiantes: págs. 38-40 <i>Mosaico cultural:</i> La vida universitaria en el mundo hispano, pág. 41	
	Talking about academic life and daily occurrences: Present tense of regular -ar verbs, págs. 42-45 Present tense of regular -er and -ir verbs, págs. 46-49	
	Specifying gender and number: articles and nouns, págs. 50-52	
Semana 3		
	Expressing locations and states of being: Present tense of <i>estar</i> , págs. 53-54	
	Asking and answering questions: Interrogative words, págs. 55-57 Estrategias: Escucha pág. 59; Habla, pág. 60; Lee, pág. 61 (only activity 1-43)	
	Taller de escritura 1: ¿Cómo se escribe una composición? Composición 1 en clase: Primer borrador. (Escribe, pág. 62.) En un laboratorio	
	Vocabulario, pág. 63 Repaso para el Examen 1	
	Examen 1: Capítulo Preliminar y Capítulo 1.	<i>Tarea Capítulo 1.</i>
Semana 4		
	Capítulo 2: ¿Quiénes son tus amigos? Mis amigos y yo, págs. 67-68 Las descripciones, págs. 69-71	
	El origen, págs. 72-74. <i>Mosaico cultural:</i> Los estereotipos y la cultura hispana, pág. 75	
	Taller de escritura 2: ¿Cómo se corrige una composición? Estrategias: Lee, págs. 96-97; Escribe, pág. 98	
	Describing people, places, and things: Adjectives, págs. 76-79 Identifying and describing; expressing origin, possession, location of events, and time: Present tense of <i>ser</i> , págs. 80-82	
	Expressing qualities, emotions, and conditions: <i>Ser</i> and <i>estar</i> with adjectives, págs. 83-86	
Semana 5		
	Expressing ownership: Possessive adjectives, págs. 87-89	Composición 1, segundo borrador
	Expressing likes and dislikes: <i>Gustar</i> , págs. 90-92	<i>Participación 1.</i>
	Estrategias: Escucha, pág. 94; Habla, pág. 95	
	Vocabulario, pág. 99 Repaso para el Examen 2	

	Examen 2: Capítulo 2	Tarea Capítulo 2.
Semana 6		
	Capítulo 3: ¿Qué hacen para divertirse? Las diversiones, págs. 103-104 Los planes, págs. 105-106	
	La comida, págs. 107-109 <i>Mosaico cultural: Los hispanos y la vida social</i> , pág. 110	
	Talking about daily activities: Present tense of hacer, poner, salir, traer, and oír, págs. 111-114	
	Expressing movement and plans: Present tense of ir and ir a + infinitive, págs. 115-118	
	Taller de Producción Oral 1: Preparación y práctica para Speaking Test 1	Composición 2, primer borrador. (Escribe, pág. 134)
Semana 7		
	Talking about quantity: Numbers 100 to 2.000.000, págs. 119-122	
	Expressing intention, means, movement, and duration: Some uses of por and para, págs. 127-129	
	Estrategias: Habla, pág. 132; Lee, pág. 133 Estrategias: Escucha pág. 131	
	Speaking Test # 1 – in class	
	Speaking Test # 1 – in class	
Semana 8		
	Fall break. Monday classes rescheduled to Tuesday.	
	Vocabulario, pág. 135. Repaso para el Midterm.	
	MIDTERM: Capítulo Preliminar, Capítulo 1, Capítulo 2, Capítulo 3	Tarea Capítulo 3.
	Capítulo 4: ¿Cómo es tu familia? Los miembros de la familia, págs. 139-142. ¿Qué hacen los parientes?, pág. 143.	
	Las rutinas familiares, págs. 144-145 <i>Mosaicos cultural: Las familia de la televisión.</i> pág. 146	Composición 2, segundo borrador.
Semana 9		
	Expressing opinions, plans, preferences, and feelings: Present tense of stem-changing verbs: e → ie, o → ue, and e → i, págs. 147-152	
	Talking about daily routines: Reflexive verbs and pronouns, págs. 153-156	
	Expressing obligation: <i>Tener que + infinitive</i> , págs. 157-159	
	Expressing how long something has been going on: <i>Hace</i> with expressions of time, págs. 160-161	
	Estrategias: Escucha pág. 163; Habla pág. 164; Lee págs. 165-166 Vocabulario, pág. 169	Composición 3, primer borrador. (Escribe págs. 167-168)
Semana 10		
	Capítulo 5: ¿Dónde vives? ¿Dónde vives? págs. 173-76. La casa, los muebles y los electrodomésticos, págs. 177-178	Participación 2. Tarea Capítulo 4.
	Las tareas domésticas, págs. 179-180 <i>Mosaico cultural: Las viviendas en centros urbanos</i> , pág. 181	
	Expressing ongoing actions: Present progressive, págs. 182-184 Describing physical and emotional states: Expressions with <i>tener</i> , págs. 185-187	
	Pointing out and identifying people and things: Demonstrative adjectives and pronouns, págs. 193-195	
	Estrategias: Escucha, pág. 197; Habla, pág. 198	Composición 3, segun-

	Lee págs. 199-201. Escribe pág. 202	<i>do borrador.</i>
Semana 11		
	Vocabulario, pág. 203 Repaso para el Examen 3	
	Examen 3: <i>Capítulo 4 y Capítulo 5</i>	<i>Tarea Capítulo 5.</i>
	Capítulo 6: ¿Qué te gusta comprar? Las compras, págs. 207-209 La ropa, págs. 210-212	
	<i>Mosaico cultural:</i> Las tiendas de barrio, pág. 215 ¿Qué debo llevar?, págs. 213-214	
	Talking about the past: Preterit tense of regular verbs, págs. 216-18 Talking about the past: Preterit of <i>ir</i> and <i>ser</i> , págs. 219-221	
Semana 12		
	Indicating to whom or for whom an action takes place: Indirect object nouns and pronouns, págs. 222-225	
	Expressing likes and dislikes: <i>Gustar</i> and similar verbs, págs. 226-229	
	Describing people, objects, and events: More about <i>ser</i> and <i>estar</i> , págs. 230-233	
	Estrategias: Escucha pág. 235; Habla, pág. 236; Lee, pág. 237 Vocabulario, pág. 239. Repaso para el Examen 4	
	Examen 4: <i>Capítulo 6.</i>	<i>Tarea Capítulo 6.</i>
Semana 13		
	Taller de Producción Oral 2	<i>Composición 4, primer borrador.</i> (Escribe, pág. 238)
	Capítulo 7: ¿Cuál es tu deporte favorito? Los deportes, págs. 243-245 El tiempo y las estaciones, págs. 246-247	
Semana 14		
	¿Qué pasó ayer?, págs. 248-249 Talking about the past: Preterit of reflexive verbs and pronouns, págs. 251-255	
	Talking about the past: Preterit of <i>-er</i> and <i>-ir</i> verbs whose stem ends in a vowel, págs. 256-258	
	Talking about the past: Preterit of stem-changing <i>-ir</i> verbs, págs. 259-262	
	Emphasizing or clarifying information: Pronouns after prepositions, págs. 263-264	
	Talk about the past: Some irregular preterits, págs. 266-268 Estrategias: Escucha, pág. 270	<i>Composición 4, segundo borrador.</i>
Semana 15		
	Speaking Test # 2 – in class	<i>Participación 3.</i>
	Speaking Test # 2 – in class	
	Estrategias: Habla, pág. 271; Lee, pág. 272-273, Escribe, pág. 274	
	Vocabulario, pág. 275 Repaso para el Examen Final	
	Final exam- Listening Comprehension Section. Repaso para el Examen Final.	<i>Tarea Capítulo 7.</i>
Final Exam		

CLASS PARTICIPATION

Name: _____

Date: _____

I. Self-Evaluation form for class participation. Read the following questions and circle the number of points that best describe your performance in class:

CRITERIA FOR CLASS PARTICIPATION	Always or almost always:	Often:	Some times:	Rarely:	Never or almost never:
#1. Do you participate actively in all (individual, pair, and group) activities and discussions?	10 9	8 7	6 5	4 3	2 0
#2. Does your participation make a positive impact on getting tasks done and contribute positively to class discussions and activities?	10 9	8 7	6 5	4 3	2 0
#3. Do you come on time and prepared to class? (Have you completed readings and/or activities assigned for each class, and studied for class?)	10 9	8 7	6 5	4 3	2 0
#4. Do you have a good and respectful attitude toward your instructor and classmates? Do you listen attentively to others? ¹	10 9	8 7	6 5	4 3	2 0
#5. Do you attempt to express yourself in Spanish at all times?	10 9	8 7	6 5	4 3	2 0

II. Instructor's evaluation for class participation (This section is to be completed by the instructor)

Your instructor will evaluate your participation according to the criteria for class participation above and, if necessary, will give you suggestions on how to improve your participation. Remember: You will be evaluated three times during the semester.

Instructor's Evaluation:											
Criteria:	Possible Points:										
#1	10	9	8	7	6	5	4	3	2	1	0
#2	10	9	8	7	6	5	4	3	2	1	0
#3	10	9	8	7	6	5	4	3	2	1	0
#4	10	9	8	7	6	5	4	3	2	1	0
#5	10	9	8	7	6	5	4	3	2	1	0
Participation Grade: Total points _____ x 2 = _____ /100											
Comments: _____											

Grading Criteria to Evaluate Speaking Tests

Spanish 0001

Name: _____

Final Grade:

Multiply total points by 2: _____ = _____ /100

Task Completion (10 possible points):

0: Minimal completion of the task; content is frequently undeveloped and/or somewhat repetitive.

4: Partial completion of the task; content is somewhat adequate and mostly appropriate; basic ideas expressed but very little elaboration or detail.

8: Completion of the task; content is appropriate; ideas adequately developed with some elaboration and detail.

10: Superior completion of the task; content is rich; ideas developed with elaboration and detail.

Comprehensibility of Message (8 possible points):

¹ Some examples of disrespectful and/or distracted behavior are: using electronic devices during class time, engaging in side conversation with your classmates, speaking in English, sleeping or participating in any non-pertinent-to-the class activity, etc.

__0__: Content barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication.

__2__: Content mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication.

__4__: Content comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.

__8__: Content readily comprehensible, requiring no interpretation; pronunciation enhances communication.

Level of Discourse (8 possible points):

__2__: Some use of complete sentences. Tendency to use incomplete sentences.

__4__: Use of complete sentences, some repetitive; few cohesive devices.

__6__: Emerging variety of complete sentences; some cohesive devices.

__8__: Variety of complete sentences and of cohesive devices.

Fluency (8 possible points):

__2__: Speech halting and uneven with long pauses or incomplete thoughts; little sustained speech.

__4__: Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts; some sustained speech.

__6__: Speech sustained most of the time; some hesitation but manages to continue and complete thoughts.

__8__: Speech sustained throughout with few pauses or stumbling.

Vocabulary (8 possible points):

__2__: Inadequate and/or inaccurate use of vocabulary.

__4__: Limited range of vocabulary; use sometimes inaccurate and/or inappropriate.

__6__: Varied range of vocabulary; use generally accurate and appropriate; a few idiomatic expressions.

__8__: Wide range of vocabulary; use generally accurate and appropriate, including some idiomatic expressions.

Language Control (8 possible points):

__2__: Emerging use of basic language structures. Word order, use of gender, direct, indirect and reflexive object pronouns is frequently incorrect.

__4__: Emerging control of basic language structures. Word order is occasionally incorrect. Use of gender, direct, indirect, reflexive objects is sometimes incorrect.

__6__: Control of basic language structures (present simple, *ser/estar, gustar*, etc.). Word order is frequently correct. Mostly good use of gender, direct/indirect, reflexive object pronouns.

__8__: Control of basic language structures (present simple, *ser/estar, gustar*, etc.). Word order is mostly correct. Good use of gender, direct/indirect and reflexive objects pronouns.

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and potentially a failure for the course.

Missing classes for medical reasons: If you need to miss a class for medical reasons or for a family emergency, you must send an e-mail to let the Director of Academic Affairs (DAA) or Resident Director know at least one hour in advance of your class or meeting at the following e-mail:_____. Note that calling the CAPA Center (_____) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

Class Participation: Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

Use of electronic equipment in class: All devices such as laptops, I-pods, I-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs or the Resident Director at the beginning of Term.

Use of Electronic Translators: In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

Behavior during Examinations: During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.